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ABSTRACT

The program of studies for a reading elective course for avid or potentially avid readers at the junior high school level contained in this guide represents an attempt to address problems experienced by young adult readers. The program would provide time for them to read, and it would allow students the opportunity to value reading whether it be periodicals, newspapers, novels. Additionally, the program would allow students to progress through the stages of reading that would enhance their chances of becoming lifelong readers, and it would allow them the opportunity to discuss what they are reading and extend themselves in the process. Most importantly, the program will also allow students to make their own reading selections, an issue that is often overlooked in language arts classes. The program guide contains the following sections: General Introduction; Course Assessment; Community Service Projects; On-going Individual Reading Assignments; Award Winning Books; Film/Novel Study; Book Challenges and Censorship; and Author Interviews. (Contains 23 references.) (NKA)

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ED 445 329

Elective Reading Course for Grades 7-9

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Reading Elective for the Grades 7- 9

General Introduction

In considering the options currently provided for students at our school, it becomes obvious that the needs of some students are not being addressed. We have options available to students who have abilities or interests, such as art and music. However there is not an option for avid or potentially avid readers. This document is a program of studies for a reading elective course at the junior high level. The reading course is not meant to be remedial in nature, but rather an exploration into areas of literature not offered in concentration in regular language arts classes, while at the same time providing an opportunity for students to enhance and expand their experiences with reading. It is an enrichment of aspects of the language arts curriculum.

Intentions of the Course

This reading course is an attempt to address problems experienced by young adult readers. It would provide time for them to read, and it would allow students the opportunity to value reading whether it be periodicals, newspapers, novels. Furthermore this course would allow students to progress through the stages of reading that would enhance their chances of becoming life-long readers. It would allow students the opportunity to discuss what they are reading and extend themselves in the process. Most importantly this course will also allow students to make their own reading selections, an issue that is often overlooked in language arts classes.

The Importance of a Reading Option

This course is potentially important because it directly reflects the value of reading in our school system. It is particularly important at the junior high level, because it is during these middle years that students begin to read less (Beers & Samuels, 1998). In addition this course is important because it will reach beyond the traditional methods of novel study that focus on comprehension questions and teacher-directed instruction. Also it has the potential to give students a chance to experience reading for different purposes. Furthermore this course is important to allow students the opportunity to connect with reading materials and perhaps, by extension, better connect with school and their peers.

The Importance of Adopting a Flexible Construct

> We contend that literature and reading education must be driven by students' needs. Consequently in terms of what we want to see students doing, we believe that they must be given time during the day to read, and must be allowed the opportunity to respond to texts. (Beers, K. & Samuels, B., 1998).

This program of studies is not intended to be prescriptive. Its purpose is to serve as an initiative from which each teacher and class of students can construct the program that best suits their needs and directions. Reading is at the core of this program and reading activities and discussions serve as its complement.

Options to be considered for a class that meets three periods a week for 50 minutes a typical week:

Option A

	Period 1	Period 2	Period 3
5 Minutes	Opening Activity	Reading	Opening Activity
20 Minutes	Reading	Reading	Reading
20 Minutes	Ongoing Activities/Projects	Reading	Ongoing Activities/Projects
5 Minutes	Closure Activity	Closure Activity	Closure Activity

Option B

	Period 1	Period 2	Period 3
5 Minutes	Opening Activity	Reading	Opening Activity
20 Minutes	Reading	Reading	Reading
20 Minutes	Reading	Ongoing Activities/Projects	Reading
5 Minutes	Closure Activity	Closure Activity	Closure Activity

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Option C

	Period 1	Period 2	Period 3
5 Minutes	Opening Activity	Opening Activity	Opening Activity
20 Minutes	Reading	Ongoing Activities/Project Work	Reading
20 Minutes	Reading	Ongoing Activities/Project Work	Reading
5 Minutes	Closure Activity	Closure Activity	Closure Activity

Teachers should involve their students in the process of determining the class schedule and revisit the schedule as the year progresses. Individual students may choose to use the class time to read and complete assignments/projects as homework.

Location

Ideally this course would take place in the library surrounded by reading materials. However, due to facility constraints, flexible versus block scheduling in the library, and regular traffic from other classes this may not be possible in practice. Suffice to say, hold the class in the library whenever possible. This environment will not only suit the needs of the students, but their presence and activities in the library will also be witnessed by other potential and/or avid readers. While most activities are geared to novels class time can be devoted to the reading of materials other than novels.

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Assessment

Students will be assessed in the following areas:

Commitment to the course

Projects and assignments

Membership in a community

Course Evaluation

	Approaches the Acceptable Standard	Meets the Acceptable Standard	Approaches the Standard of Excellence	Meets the Standard of Excellence
Commitment to the Course	Displays a commitment to the course in their skills, work habits, and attitude.	Displays a consistent commitment to the course in their skills, work habits, and attitude.	Displays a consistent and strong commitment to the course in their skills, work habits, and attitude.	Displays an exceptionally consistent and strong commitment to the course in their skills, work habits, and attitude.
Projects and Assignments	Completes assignments and projects and usually meets deadlines.	Completes quality assignments and projects and consistently meets deadlines.	Completes high quality assignments and projects and always meets deadlines.	Completes exceptional assignments and projects and always meets deadlines.
Membership in a community	Displays their membership in a community in the classroom, the school, and the larger community.	Consistently displays their membership in a community in the classroom, the school, and the larger community.	Consistently displays their high sense of membership in a community in the classroom, the school, and the larger community.	Consistently displays their exceptional sense of membership in a community in the classroom, the school, and the larger community.

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Community Service Projects

Community service projects may take many forms. Three suggestions are offered here – a used-book drive for donations to other communities, a used book exchange for the schools community, and/or a reading out-reach project in conjunction with a nearby elementary class. Students should be involved in at least one project per year.

Reading Out-Reach Project

Students are paired with elementary students. In reading pairs they read orally to/with each other from materials they select.

Used Book Drive

Student organizers

- Brainstorm possible charitable organizations that would benefit from book donations
- Contact charitable organizations
- Determine the types of materials that would be appropriate for donation
- Draft the letter to go to student homes regarding the event
- Promote the event
- Gather and organize the materials as they arrive
- Contact the organizations regarding suitable delivery times
- Deliver the materials

Possible organizations in Edmonton include The Mustard Seed Foundation, The Youth Detention Centre, The Emergency Women's Shelter, and The WIN Foundation.

Used Book Exchange

Students from the entire school are involved in the book exchange. As each student brings in a book for exchange they receive a ticket. On the days of the actual exchange students may redeem their tickets for the books of their choosing. The role of the students involved in the project is to visit each class regularly to promote the event, receive exchange books, and give out the tickets. In addition they are responsible for sorting the books into categories (adult, young adult and children). These students are also responsible for the facilitating of the exchange on the days of the event. Further promotion of the event may take place in the schools newsletter, web site and community areas.

Written Response to Reading

A reading response is intended to be an exploration/discussion of a particular aspect of a book. The writer uses a response to display insight and depth of understanding. The evaluation of a written response to reading is not concerned with the mechanics of writing.

Evaluation for Written Response

1 2 3 4	5 6 7	8 9 10
The writer does not provide a **context** for the response.	The writer places the reader in **context**.	The writer clearly and concisely places the reader in **context**.
1 2 3 4	5 6 7	8 9 10
The writer does not display **insight** and fails to **explore** the aspect of the book being discussed.	The writer displays **insight** and **explores** the aspect of the book being discussed.	The writer displays considerable **insight** and thoroughly **explores** the aspect of the book being discussed.
1 2 3 4	5 6 7	8 9 10
The writer does not **relate** the discussion to some other experience/event/idea.	The writer displays **understanding** by **relating** the discussion to some other experience/event/idea.	The writer displays considerable depth of **understanding** by clearly **relating** the discussion to some other experience/event/idea.

One response is due each week and will be evaluated out of 30. This rubric can be negotiated and adjusted with student input. All responses should be kept in a file or

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duotang and will provide a platform for teacher/ student conferences on an informal or formal basis.

Sample Journal Entry Prompts

I can't believe that...

I knew that...

The best...

The worst...

I love...

I hate...

I had assumed that...

This _____ reminds me of...

Why...

How...

Imagine if...

If only...

_____should never have...

There is no way that

This _____ is realistic because...

This _____ is not realistic because...

Other:

_____

_____

_____

_____

_____

Reading Log

To be completed for every class.

Date	Reading Material	Comments Related to Reading Material	Activity in Progress	Comments Related to Activity	Due Date for Activity

Great Lists

Great Words I Have Encountered	Source (Author/Title)

Great Phrases I have Encountered	Source (Author/Title)

Great Opening Lines	Source (Author/Title)

Great Books I Have Read	Author

Other

Database of Book Reviews Project

Using a program such as FileMaker Pro students will generate a database of book reviews that will be highly accessible to other students in the school. Students will be able to search the database according to

- Author
- Title
- Rating
- Genre
- Theme
- Reviewer
- Reading difficulty

Award Winning Books

Research Activity

In groups have students research a number of book awards. For each award they must provide the following information:

- The literary category, e.g., children's literature, young adult, etc.
- The make-up of the people who create the short list
- How and by whom the winner is selected
- The prize for each award
- At least five of the recent winners should be listed by author and title for each award
- Web site address

The information for each award should be displayed on chart paper in the room. Formal and informal discussions should take place based on the information gathered.

Evaluation for Award Winning Books Research Activity

1 2 3 4	5 6 7	8 9 10
Some information is presented.	Most information is presented.	All information is thoroughly presented.
1 2 3 4	5 6 7	8 9 10
The information is not neatly presented.	The information is somewhat neatly presented.	The information is neatly presented.

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Culminating Activity

As a class develop a book award.

- Give the award a title
- Design a logo
- Determine possible sponsors
- Determine literary category, e. g., children's literature, young adult, etc.
- Determine the short listing, judging and voting procedures and participants
- Create advertisements for the award – audio, video, bookmarks, posters
- Determine a winner

Evaluation will be based on participation and apparent effort as determined by peer and self evaluation.

Sites for Award Winning Books

Newbery Medal	http://www.ala.org/alsc/newbery.html	
Coretta Scott King Award	http://www.ala.org/srrt/csking/	
The Michael L. Printz Award for Excellence in Young Adult Literature	http://www.ala.org/yalsa/printz/	
Children's Literature Web Guide	http://www.acs.ucalgary.ca/~dkbrown/awards.html	D. K. Brown has created an immense database of links to

		awards and winning books.
Award Winners	http://www.lwhs.will.k12.il.us/HTMLpages.samples/lwmediacenter/authors.htm	More links to awards and award winning books.

Film/Novel Study

Introduction and Discussion

The film/novel study will be completed in small groups. However it may take place on an individual basis depending on the interests of the students.

Brainstorm with students novels that have been made into films for the theatre or made for television.

Explore their reactions to the films versus the novels.

Possible questions for the class:

- Which did you do first – read the book or view the film? Does the order make a difference as to how you perceive either one? Why or why not?
- What book would make an extremely poor film? Why?
- What book would make an exceptional film? Why? Whom would you cast in what roles?

Give students a handout of novels that have been made into films. Have students add to their lists from the titles brainstormed in class. Go to the library and book talk some or all of the novels. Have the students form their own groups based on what novel/film they choose to study. Multiple copies of the novels will be required either as purchases or through inter-library loans.

Each group will have a discussion and reach a consensus as to whether they will read the novel first or view the film first.

All assignments may be completed individually or as a group. If completed as a group all members of the group will receive the same mark. However, all members of a group must adhere to the order in which the book and film will be experienced.

All rubrics are suggestions and can be negotiated and altered through student input.

Consensus Assignment

Group Members:

Our group has decided to _____ before we _____.

Positive aspects to this decision:

Negative aspects to this decision:

Reflect on the consensus process as experienced by your group:

Plot Assignment

Plot Line

Create two plot lines – one for the novel and one for the film. Each plot line should include

- Introduction
- Initial Incident
- Rising Action
- Climax
- Falling Action
- Outcome

Rubric for Plot Lines

1 2 3 4	5 6 7	8 9 10
The plot line contains few of the required elements and correctly places few events.	The plot line contains some of the required elements and correctly places some events.	The plot line contains all of the required elements and correctly places all events.
1 2 3 4	5 6 7	8 9 10
The reflection does not display insight and understanding. Superficial and incomplete discussion.	The reflection displays insight and understanding.	The reflection displays a great deal of insight and considerable depth of understanding.

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Reflection Assignment

In a few paragraphs **reflect** on the differences and similarities and their possible explanations or present your reflections orally to the class.

The reflection segment of the assignment may also work well as a dialogue (written or oral) between two or more people who are comparing the plot as depicted in the novel and the film.

Rubric to be developed in negotiation with students.

Setting Assignment

Discuss the setting as it is depicted in the novel and the film. Identify the differences and similarities in setting between the novel and the film. Individuals in each group will choose whether the setting is stronger and more meaningful in the novel or the film and present their arguments. Possible formats that this assignment may take should be brainstormed in class (dioramas, maps, oral presentations, multi media presentations, dialogues, essays, video, posters).

Rubric or Setting Assignment

1 2 3 4	5 6 7	8 9 10
The arguments presented somewhat support the group's choice.	The arguments presented support the group's choice.	The arguments presented strongly support the group's choice.
1 2 3 4	5 6 7	8 9 10
The group's choice of presentation formats was somewhat effective.	The group's choice of presentation formats was effective.	The group's choice of presentation formats was highly effective.

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Character Assignment

Determine which characters are best presented in the novel and which characters are best presented in the film. Support your conclusions. This assignment may be completed in point form, as a web, or in other formats as determined by the teacher and students.

Rubric for Character Assignment

1 2 3 4	5 6 7	8 9 10
Few of the main characters are discussed.	Most of the main characters are discussed.	All the main characters are thoroughly discussed.
1 2 3 4	5 6 7	8 9 10
Supporting arguments are rarely presented and lack persuasiveness.	Some supporting arguments are presented and persuasive.	Supporting arguments are clearly presented and highly persuasive.

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Conflict Assignment

Individual students should write a response that discusses the conflict as portrayed in the film and in the novel. Written response rubric may be used for this assignment.

Concluding Reflection Assignment

Write a response reflecting on your perceptions throughout this unit of study. Include recommendations for improving the unit and identify the strengths of the unit. Written response rubric may be used for this assignment.

List of Novels Made into Films

Gleaned from LM_Net Archives

This list is not meant to be inclusive. Teacher discretion is highly recommended.

Albom, Mitch - *Tuesdays with Morrie*

Alcott, Louisa May - *Little Women*

Armstrong, William H. - *Sounder*

Anonymous - *Go ask Alice*

Austen, Jane – *Pride and Prejudice*

Austen, Jane – *Emma (Clueless)*

Austen, Jane – *Sense and Sensibility*

Babbit, Natalie – *Tuck Everlasting*

Benchley, Peter - *Jaws*

Binchy, Maeve - *Circle of Friends*

Blinn, William – *Brian's Song*

Bronte, Charlotte – *Jane Eyre*

Burnford, Sheila – *The Incredible Journey*

Carter, Forest - *Education of Little Tree*

Christie, Agatha – *And Then There Were None*

Clancy, Tom – *Clear and Present Danger*

Clancy, Tom - *The Hunt for Red October*

Clancy, Tom – *Patriot Games*

Conan Doyle, Arthur – *The Hound of the Baskervilles*

Cooney, Caroline, B. - *The Face on the Milk Carton*

Cormier, Robert - *Chocolate War*

Crichton, Michael – *Jurassic Park*

Crichton, Michael – *The Lost World*

Crichton, Michael – *Sphere*

Crichton, Michael – *Terminal Man*

Dahl, Roal - *Charlie and the Chocolate Factory*

Dickens,Charles - *Great Expectations*

Dickens, Charles - *Oliver*

Duncan, Lois - *I Know What You Did Last Summer*

Duncan, Lois – *Killing Mr. Griffith*

Farley, Walter - *The Black Stallion*

Gibbons, Kaye – *Ellen Foster*

Gipson, Fred – *Old Yeller*

Greene, Bette - *Summer of my German Soldier*

Grisham, John – *The Client*

Grisham, John - *The Firm*

Grisham, John - *The Pelican Brief*

Grisham, John – *The Rainmaker*

Grisham, John – *A Time to Kill*

Guest, Judith - *Ordinary People*

Hickam, Homer H. Jr. – *Rocket Boys (October Sky)*

Hinton, S. E. – *The Outsiders*

Hinton, S. E. - *Rumblefish*

Hinton, S. E. – *That was Then, This is Now*

Irving, John - *Ciderhouse Rules*

Irving, John - *Prayer for Owen Meany*

Irving, John - *World According to Garp*

King, Stephen – *The Green Mile*

King, Stephen – *Misery*

King, Stephen – *The Shining*

King, Stephen – *Christine*

King, Stephen – *Carrie*

Kinmont, Jill – *The Other Side of the Mountain*

Kjelgaard, Jim – *Big Red*

Konigsburg, E. L. - *From the Mixed up Files of Mrs. Basil E. Frankweiler*

Lee, Harper - *To Kill a Mockingbird*

London, Jack - *The Call of the Wild*

London, Jack - *White Fang*

Lowry, Lois – *Taking Care of Terrific*

MacLachlan, Patricia - *Sarah Plain and Tall*

McCourt, Frank - *Angela's Ashes*

Montgomery, L. M. - *Anne of Green Gables*

Mitchell, Margaret - *Gone with the Wind*

Mowat, Farley – *Lost in the Barrens*

O'Dell, Scott – *Island of the Blue Dolphins*

Orwell, George – *1984*

Orwell, George – *Animal Farm*

Paterson, Katherine - *Jacob have I Loved*

Paterson, Katherine - *Bridge to Terabithia.*

Paulsen, Gary – *Hatchet*

Paulsen, Gary – *Dogsong*

Paulsen, Gary – *Nightjohn*

Philbrick, Rodman - *Freak the Mighty*

Rawlings, Marjorie Kinnan - *The Yearling*

Rawls, Wilson - *The Summer of the Monkeys*

Rawls, Wilson - *Where the Red Fern Grows*

Read, Piers Paul – *Alive*

Rodgers, Mary – *Freaky Friday*

Segal, Erich – *Love Story*

Shelley, Mary – *Frankenstein*

Speare, Elizabeth George - *Sign of the Beaver*

Steinbeck, John - *Of Mice and Men*

Strasser, Todd – *The Wave*

Tan, Amy – *The Joy Luck Club*

Taylor, Midred D. - *Roll of Thunder, Hear my Cry*

Twain, Mark – *The Adventures of Huckleberry Finn*

Twain, Mark – *Tom Sawyer*

Thompson, Ernest - *On Golden Pond*

Tolkien, J. R. R. – *The Hobbit*

Taylor, Theodore - *The Cay*

Tyler, Anne – *The Accidental Tourist*

Tyler, Anne - *Breathing Lessons*

Verne, Jules - *20,000 Leagues Under the Sea*

Voight, Cynthia – *The Homecoming*

Book Challenges and Censorship

Research Activity

Each student could select a title from one of the sites below and research the book in terms of

- Reasons for the challenge
- Reason for the banning
- Group or individual behind the challenge
- Location of the case
- Outcome

Findings should be presented to the class and must include some personal insight and supported opinions.

Rubric for Research Activity Presentation to Class

1 2 3 4	5 6 7	8 9 10
Few of the required elements.	Some of the required elements.	All of the required elements.
1 2 3 4	5 6 7	8 9 10
Superficial research of the elements.	Fairly complete research of the elements.	Thorough and in-depth research of the elements.
1 2 3 4	5 6 7	8 9 10
Personal insights and opinions offered.	Personal insights and opinions supported.	Personal insights and opinions strongly supported.
1 2 3 4	5 6 7	8 9 10
Organization and clarity lacking	Organized and clear.	Well organized and high clarity.

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Possible Related Activities

- debate/mock trial
- book display
- reading a challenged book and arguing for or against its banning
- Celebrate Freedom to Read Week (see http://www.freedomtoread.ca/)

Sites about Challenged and Banned Books

Young Adult Books: Banned Books	http://yabooks.about.com/teens/yabooks/cs/bannedbooks/index.htm	The About Network has developed this list of links to sites related to young adult banned books and censorship.
Banned Books and Censorship	http://www.booksatoz.com/censorship/banned.htm	Books A to Z presents a list of links related to banned books.
The On-Line Books Page presents Banned Books On-Line	http://digital.library.upenn.edu/books/banned-books.html	A vast number of links to specific titles banned.
The Most Frequently Banned Books in the1990's	http://www.cs.cmu.edu/Web/People/spok/most-banned.html	Brought to you by On-Line Books
Banned Books Month at the MIT Press Bookstore	http://www-mitpress.mit.edu/bookstore/banned.html	October celebrates the freedom to read.
Banned Books Week	http://www.ala.org/bbooks/	The ALA presents an intense look at banned books with a large number of links.

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Author Interviews

Interview Response

Students select an author and read at least one interview of that author. In a response students determine at least three questions that should have been asked but weren't, and provide possible explanations for their absence. Evaluation for written response may be used.

Sites that Include Author Interviews

Children's Literature Web Guide: Authors and Illustrators on the Web	www.acs.ucalgary.ca/~dkbrown/authors.html
Index to Internet Sites: Children's and Young Adults' Authors & Illustrators	falcon.jmu.edu/~ramseyil/biochildhome.htm
Children's and YA Author Web Sites	www.wlma.org/books/authweb.htm
Young Adult Authors and Their Books	www.ci.aurora.co.us/library/kyauth.htm

Possible Follow-up Activity

Writing to the author

- identifying the interview you read
- explaining what you felt was missing from the interview
- asking for the author's response to one or more of your questions

Self evaluation in a response following the process.

Author Contacts

Children's Literature Web Guide: Authors and Illustrators on the Web	www.acs.ucalgary.ca/~dkbrown/authors.html	For most authors D. K. Brown's site contains author biographical information, interviews, e-mail contacts and opportunities to sent in your own book reviews.
Index to Internet Sites. Children's and Young Adults' Authors & Illustrators	falcon.jmu.edu ~ramseyil/biochildhome.htm	The Internet School Library Media Center's site offers author biographical information, interviews, and e-mail contacts.
Children's and YA Author Web Sites	www.wlma.org books/authweb.htm	Provided by Washington Library Media Association Online this site offers author biographical information, interviews, and e-mail contacts.
Young Adult Authors and Their Books	www.ci.aurora.co.us/library/kyauth.htm	Kids Konnect offers author biographical information, news, interviews, and e-mail contacts.

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